DOCUMENT RESUME

ED 051 667 64 EM 009 045

AUTHOR	Biggy, M. Virginia
TITLE	The Identification, Coordinated Exchange, and Distribution of Quality Instructional Television Programming in the Northeast Region. Final Report.
INSTITUTION	Eastern Educational Network, Cambridge, Mass.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-5-0266
PUB DATE	May 67
CONTRACT	OEC-5-16-031
NOTE	62p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Film Libraries, Information Dissemination, *Instructional Television, *National Organizations, Pilot Projects, Programing (Broadcast), *Regional Cooperation, *Regional Programs, Telecourses, Television Curriculum
IDENTIFIERS	*Instructional Television Library Project, National Center for School and College Television

ABSTRACT

In order to coordinate the efforts of the Northeast Regional Instructional Television Library Project and the National Center for School and College Television, an advisory board with an interlocking membership was formed. The National Center, through this board, will review, acquire, and disseminate completed instructional television (ITV) courses. The staff of the Project in conjunction with curriculum committees, instructional television personnel, and school service personnel developed three series of programs which will be produced when funds are available: social studies for elementary school students, humanities for secondary school students, and educational news for teachers. Quality ITV programs produced in the northeast region were identified for possible distribution and exchange through the Eastern Educational Network. The Project coordinated such information dissemination activities as demonstrations, workshops, and newsletters and also aided in the evaluation of instructional television programs throughout the Northeast Region. The goal of the Project is a self-supporting regional instructional television service. (JY)

ED051667

I-0266
PA 64

FINAL REPORT

Contract No. OE-5-16-031

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE IDENTIFICATION, COORDINATED EXCHANGE, AND DISTRIBUTION OF QUALITY INSTRUCTIONAL TELEVISION PROGRAMMING IN THE NORTHEAST REGION

May 1967

U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education

Bureau of Research

EM 009045

ED051667

THE IDENTIFICATION, COORDINATED EXCHANGE, AND DISTRIBUTION OF QUALITY INSTRUCTIONAL TELEVISION PROGRAMMING IN THE NORTHEAST REGION

Contract No: OE-5-16-031

M. Virginia Biggy

May, 1967

The research reported herein was performed pursuant to a contract with the Office of Education, United States Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Eastern Educational Network

Cambridge, Massachusetts

TABLE OF CONTENTS

	Page
INTRODUCTION.....	1
METHOD.....	2
RESULTS.....	12
DISCUSSION.....	16
CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS...	20
SUMMARY.....	27
APPENDIXES	
A.....	A-1
B.....	B-1
ERIC RESUME FORM	

INTRODUCTION

Background

A review of the demonstration activities carried out since the initiation of the National Defense Education Act, Title VII-B Contract OE-2-16-011, The Northeast Regional Instructional Television Library Project, dated November 16, 1961, with the Eastern Educational Network, reveals that genuine progress had been achieved in meeting the objectives of the demonstration. While policies for exchange and distribution of instructional television programs, as well as for preview, evaluation, and acquisition met with considerable success, there still remained a need for (a) continuing leadership to encourage the wise use of instructional television in the Northeast Region, particularly in secondary schools, colleges, and in teacher education institutions; (b) continuing evaluation of the uses which are being made of various series being distributed; (c) frequent class-room observation and follow-up meetings with teachers; and (d) improving program quality by initiating cooperative planning and development of programs in areas of critical curricular needs.

Further importance of an extension of these activities was emphasized in the decision of the Office of Education to relocate the National Instructional Television Library Project under a new contract with the Indiana University Foundation, Bloomington, Indiana. The new demonstration, known as the National Center for School and College Television, and financed for two years under a Title VII-B Contract, placed great emphasis upon the effectiveness of cooperative working relationships with the existing regional library demonstrations, by inviting cross membership on its advisory and operational boards for policy determination; by involvement of regional educators in course evaluations and in development of new courses; and in national and regional course promotion.

A new contract was drawn on May 1, 1965 for the period ending October 31, 1966 to permit the further development of the ideas tested out in the previous contract. The new contract also called for an assessment of the working relationship with the new National Center for School and College Television.

Objectives of this Contract

1. By means of a coordinated plan which was developed cooperatively by the new National Center for School and College Television, and the two existing regional demonstrations, Northeast Regional ITV Library and the Great Plains Regional ITV Library, this contract will test feasibility of appropriate procedures for articulation of relationships

between the Northeastern Regional Instructional Television Library Project and other similar regional organizations and the National Center for School and College Television.

2. To initiate, plan, and develop high quality program series in areas of critical curricular need in elementary and secondary education.

3. To identify quality programming in the Northeast Region for distribution and exchange throughout the Eastern Educational Network.

4. To create greater interest among teachers and school administrators in the value of television as an instrument of instruction, through demonstrations, workshops, newsletters, and other means.

5. To evaluate the uses being made of programs distributed throughout the Region, including the design of evaluative instruments, and by spending regular periods of time in observation and in follow-up meetings with classroom teachers on programs which they are using.

6. To working toward the goal of a self-supporting regional instructional television service.

METHOD

To attain the first objective of the contract -- to test the feasibility of appropriate procedures for articulation of relationships between the Northeast Regional Instructional Television Library Project and the National Center for School and College television -- the following procedures were designed by the regional libraries and the national center.

PROCEDURES FOR ARTICULATION OF THE SERVICES OF THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION AND REGIONAL TELEVISION ORGANIZATIONS

The National Center for School and College Television, hereafter referred to as the Center, will coordinate its activities with such other organizations concerned with the procurement and distribution of instructional television materials as may wish to cooperate with it so that the Center and these organizations can (1) insure that users of television materials will have convenient and economical access to the greatest possible number of courses, (2) derive maximum benefit from funds previously provided by the Government for the development of national and regional instructional television organizations, (3) provide and

develop complementary services of such a kind and in such a manner as to make the most efficient and effective use of their individual resources and potentialities, (4) more readily achieve economic self-sufficiency. Coordinated activities to be undertaken are described below. In order to perfect the relationship between the cooperating organizations, these activities shall be reviewed, evaluated, and modified as necessary approximately 12 months after their commencement by the U. S. Office of Education and the cooperating organizations.

Overall coordination of policy and operation will be effected by interlocking membership on the advisory boards of the Center and cooperating organizations. Specifically, a member of the board of each cooperating regional organization will be a regular member of the National Advisory Board, and operational heads of each cooperating regional organization will also be ex officio members of the National Advisory Board. In return, the operational head of the national anticipates becoming an ex officio member of the Advisory Board of each cooperating regional organization.

To insure the orderly, economical, and effective evaluation and acquisition of completed television courses, the Center will employ the following procedure:

1. Through regional and other informational sources, the Center, in conjunction with cooperating regional organizations, will identify all courses whose owners wish them to be considered for national distribution.

2. Through prescreening procedures the Center and cooperating regional organizations will determine which courses possess content suitable for national distribution. Where differences of opinion exist, the Center will have priority in deciding suitability.

3. Within 120 days of the start of prescreening procedures, the Center will complete the acquisition process described in items four through seven below. During each twelve months, the Center will initiate and complete the full acquisition procedure at least twice.

4. Courses designated in item two above as clearly not applicable to national distribution will be eliminated from further consideration by the Center.

5. Courses designated in item two above as being potentially suitable for national use will be evaluated by National Center evaluation committees, each containing at least one member designated by each cooperating regional organization.

6. Courses not recommended by NCSCT evaluation committees as being applicable for national distribution will be referred to other distribution organizations.

7. Courses recommended by the National Center evaluation committees will be acquired for national distribution by the Center, if possible, or if not, referred to other agencies.

8. Courses acquired by the Center will be available only from the Center (excepting that organization originally controlling distribution rights may wish to continue a particular distribution arrangement of its own) and will be represented by organizations cooperating with the Center in areas served by them and by the National Center field staff in all other areas.

9. Courses acquired by cooperating regional organizations will be available only from the acquiring organization (excepting that the organization originally controlling distribution rights may wish to continue a particular distribution arrangement of its own) and will be represented within the area of the acquiring organization by that organization and in all other areas by the National Center and other organizations cooperating with it.

10. Courses already available from a cooperating regional organization or under negotiation with such an organization as of May 1, 1965, will be exempt from the above procedure, provided course owners do not wish otherwise.

Cooperating regional organizations will represent courses distributed by the Center within the various regions served by them. Such representation will involve the full-time services of at least one regional staff member (or the equivalent) acceptable to the Center together with appropriate secretarial help, travel, and office facilities to assist local organizations in initiating instructional television services, promote acceptance of non-local materials, and stimulate the use of all courses distributed by both the Center and regional organizations. For this representation service, the Center will pay each cooperating agency $25,000 for each of the two full years of the Center's contract, or a proportional amount of this sum for a lesser period. In regions where an existing organization may not wish to provide the described services, or where no regional organization exists, the Center will establish and directly support regional representation.

Irrespective of where a Center course is used, preview and broadcast materials for it will be distributed directly by the Center, although each organization representing Center courses will receive from the Center a recorded lesson from each such course for demonstration use within its area.

To keep representing libraries informed of requests for preview materials notice of such requests will be sent by the Center to the appropriate library. As one way of stimulating preview requests and course use, the Center will mail descriptive material directly to potential users in all parts of the country. In addition, all cooperating agencies will, whenever possible, jointly exhibit at national meetings. Finally, charges for the use of Center courses will be uniform throughout the United States.

In turn, all courses available from cooperating regional organizations will be represented beyond their own region by other cooperating regional organizations or by the National Center in areas where it maintains field representation. Representation arrangements will be as above, namely broadcast and preview materials for courses will be distributed directly by the regional organization, each cooperating organization will receive one recorded lesson from each course, representing organizations will be informed of preview requests, and charges for courses will be uniform throughout the United States.

As a further aspect of representation, the Center and cooperating organizations will develop an initial payment system acceptable to them and the Office of Education that will provide representing organizations a uniform sum based on the use of lessons in areas served by each. This payment system shall apply to lessons contracted for use during the period July 1, 1966 - June 30, 1967. Within approximately twelve months after the initiation of this contract the payment system will be reviewed in order to determine an acceptable system for the 1967-68 academic year. Accordingly, no payments will be made by organizations for 1965-66 course use, payment under the initially devised system will be made for courses used the next year, and payments will be made for courses used in the following year based upon the review of the activity of representing organizations during the two year period beginning May 1, 1965. The arrangements respecting payment to representing organizations will exempt user contracts of the Great Plains Regional Instructional Television Library dated prior to May 1, 1965, or thereafter by special agreement.

To attain the <u>second</u> objective - to initiate, plan, and develop high quality program series in areas of critical curricular need in elementary and secondary education -- staff members of the Project drew together the results of surveys made to members of the Curriculum Committee of the Eastern Educational Network and to the curriculum committees of each of the open circuit educational television stations in the Northeast as well as to the instructional television and school service personnel at each of the stations. Members of the curriculum committees represent elementary and secondary public and non-public schools, state departments of education, professional education associations, teacher education

personnel and specialists in content fields at the universities. The results of surveys of these people were, therefore, reliable indications of the content areas in which new materials of instruction are needed.

The contract called for the design and development of three instructional television program series.

The results of the surveys, of special meetings held to discuss the priority areas in curriculum development and of wide reading of curricular experimentation indicated that the series should be developed around:

Social Studies for the elementary school student
Humanities for the secondary school student
Educational News - with particular emphasis on innovative activities - for teachers.

Once the decision had been made by the Project Director and staff members, Task Groups were developed to serve in the role of determining just which direction the development of series in the above areas ought to take.

The Task Groups were chosen to represent the major professional education associations most concerned with the topic of pursuit for each Task Group. They also included representatives of public and non-public elementary and secondary schools, specialists in the content areas being studied, administrators, teachers, supervisors, state department of education personnel and teacher education institution representatives.

Each Task Group met at least four times during the period from December, 1965 to October 1, 1966 and when the occasion demanded it, small group meetings for special purposes were held.

Each meeting was held for at least a day and a half. Per diem and travel were provided for each person as part of the contract. Meetings were held in hotels in major cities which seemed to be the most convenient for the majority of members of each Task Group.

The Project Director served as the Chairman of each Task Group and the Project Assistant handled all the details of arranging meeting places, taking notes, sending minutes, etc. The Project Director and the Project Assistant shared the task of locating special materials for the use of each Task Group and for arranging with guest speakers or consultants.

Each person invited to accept an invitation to serve on a Task Group was given complete information about the nature of the task

and about the manner in which the task would be undertaken -- meetings, special tasks required of the members of the group, etc.

Background material was sent to Task Group members and each one was requested to think about what instruction in the area to be studied "ought to be" in the future rather than to dwell on the present.

When each Task Group met with the Project Director for the first time, the members were encouraged to consider the task not one of developing a television series, but rather one of designing a curriculum plan one part of which -- perhaps the most significant part of which -- might be the instructional television program.

Constantly the Task Group members were reminded that the job at hand was to develop a creative design for curriculum and having done that and having established the rationale for the recommendations concerning the curriculum area, attention could then be given to whether the content was appropriate for television.

Though these suggestions were made, soon after each group had been working together as a group, they began to communicate their ideas much more freely and shortly they were able to consider the likely possibility of using the variety of techniques and content being suggested as part of an instructional television program.

In each of the Task Groups' discussions, the membership became so involved and so concerned with designing creatave and new content that they reported they were changing thinking and content in their own institutions as well.

The third objective of the contract was to identify quality programming in the Northeast Region for distribution and exchange throughout the Eastern Educational Network.

This was done by:

1. Maintaining direct and constant contact with the instructional television personnel at all the open circuit stations in the Northeast.

    a. These people, Directors of School Services at each station, came together for three meetings per year at which time new programming was discussed and screened.

2. Arranging a special three day screening at which Directors of School Services and members of the Curriculum Committee of the Eastern Educational

Network and selected other people interested in the screenings, devoted their entire time to screening programming collected from each of the stations.

3. Establishing criteria for screening and also for recommendations of instructional television programs to be screened.

A special screening session for previewing was held in December, 1966. A previous session had been held in 1964 and a subsequent meeting was scheduled for 1966.

Each director of school services at the open circuit stations and each member of the Curriculum Committee were requested to do the following:

1. Identify those series produced in their studies which they would like to have screened and considered for distribution.

2. Identify special instructional television materials in which they were interested and which were produced outside the Northeast.

3. Suggest content areas in which they would like to see some instructional television programming.

Those series offered for screening were recorded on master sheets and arranged in major groups of elementary and secondary education and also in terms of content. For example, all of the science materials offered for screening and which were recommended for use in the elementary school were screened at the same session, one right after the other. Similarly all the social studies materials for use in secondary schools were screened at the same session.

Each owner of a series offered for screening submitted video tapes of two programs of the series. The choice of programs was his own. He also submitted to the Project office, at least two copies of the Teachers' Guide materials which accompanied the series and special information about the television teacher or about highlights of the series.

In the Project office, each set of programs to be screened was arranged according to content and then according to recommended level and times were assigned to each one for screening. A portfolio of information sheets was prepared to accompany the schedule for screening. The portfolio included information about the producing agency, the television teacher or host, the titles of the programs in the series, the length of the programs and pertinent information about the supplementary materials which accompany

the television programs.

This portfolio was delivered to all those at the screening session. There were evaluation sheets for each program to be screened upon which the viewers could record their comments for their own use.

After two days of screening, a session was held at which all those who had been involved in the screening process identified those programs they felt had merit and in which they were interested for distribution to school systems in their coverage area.

Each director of school services provided the Project Office with a listing of those series in which they were interested and with dates for which they wished the sample programs booked for their own local curriculum committees to screen.

Shipping the sample programs for those series identified as having promise for distribution around through the Northeast for special local screening sessions took about three months.

On April 1, 1966 each director of school services was requested to identify those series which he wished to "take" for the 1966-67 school year. When three or more stations were interested in a given series, the Project Office took on the task of making all the contractual arrangements, arranging for study guides, for scheduling, for dubs and for distribution.

The fourth objective of the contract - to create greater interest among teachers and school administrators in the value of television as an instrument of instruction through demonstrations, workshops, newsletters, and other means was a central activity of the Project staff.

Conferences with elementary and secondary administrators, teachers of special subjects, college personnel interested in the uses of television for their own disciplines and special conferences for those concerned with teacher education here held during the period of the contract.

For example, in October, 1965 a meeting on the use of television for teacher education was jointly sponsored by the Northeast Regional Instructional Television Project, The National Education Association and the Department of Audio-Visual Instruction. In January, 1966 a special meeting was held for those people who teach pre-service teachers about the teaching of Language Arts and for heads of English Departments in colleges and secondary schools to acquaint them with a new series, ENGLISH: FACT AND FANCY and also to expose them to information about many other series on linguistics, literature, etc.

In September, 1966 the Northeast Project and the Massachusetts Teachers' Association sponsored a conference on the uses of instructional television in teacher education.

In addition to special conferences such as those mentioned, the Project staff held demonstrations, served as panelists, or held small group meetings at the major professional conferences on mathematics, social studies, english, reading, the elementary principals conferences, both state wide and national, the secondary school principals conferences locally and regionally and the school administrators conferences locally, regionally and nationally.

The Project Director was invited to speak to most senior groups of pre-service teachers at the major teacher training institutions throughout the Northeast. Special meetings were held for teachers at which selected programming was presented to them and demonstrations of the use of the programming were conducted. Often these meetingswere held through the cooperation of the Department of Classroom Teachers or the state Teachers Association.

Many more invitations to speak to public and non-public school faculties about the uses of television were received than could be honored.

Brochures describing new series available for use were always on hand at the meetings described above.

Special meetings for art and music personnel on tri-state bases were conducted to acquaint those specialists with the possible television materials useful to them. Similar meetings were held for science specialists.

The Project cooperated with WENH, New Hampshire's educational television station, in sponsoring two major regional meetings to consider new programming for science and art.

The Project Staff served as consultants to fifteen school districts who were preparing Title I or Title III proposals which involved consideration of the use of television.

During the Educational Media Institutes of 1965 and 1966 and for the English and Reading Institutes, as well as for those in geography and history, the Project staff prepared special listings of available television materials, frequently arranged to send sample programs for screening and in as many cases as possible, attended the Institutes and demonstrated the use of the materials.

A special experiment with the use of instructional television materials was conducted at the NDEA Institute in Reading at Tufts

University where students enrolled in the Educational Clinic viewed selected programs on Study Skills, Children's Literature and Phonics. The Institute participants were responsible for planning the instruction for the students to make maximum use of the television programs.

The fifth objective -- evaluation of the uses being made of instructional television programs throughout the Northeast -- involved classroom observation and follow-up meetings with classroom teachers to discuss the materials they were using.

WETA, Washington, D. C. cooperated with the Project in developing some experimental programming in mathematics for the intermediate grades and for a full week the Project Director, several members of the mathematics committee and other interested station personnel observed the experimental programs being received by the children and conducted special interviews and/or discussions with the children following the broadcast. This was done in Arlington and Fairfax Counties in Virginia, in Manchester and Concord, New Hampshire, in seven school systems in Massachusetts and in two systems in Connecticut.

Observation of a saturation schedule being used in blanket freshman and sophomore students in the Pittsburgh Public Schools with a special program in linguistics continued over a semester with two or three days devoted to observation and evaluation every few weeks. The school system's own television evaluation personnel, together with those of the local station, WQED, and the regional project contributed much to identifying strengths and weaknesses of the "saturation" experiment.

Particular attention was given to evaluating the pre and post activities conducted by classroom teachers in connection with the variety of science programs broadcast throughout the Northeast. In several school systems in Massachusetts and again in New York special meetings were held with those teachers using the series to develop more sophisticated techniques of using science series as part of the science instruction in the classroom.

The mathematics program for teachers, SETS AND SYSTEMS, developed as part of the earlier phase of the Northeast Project was being used throughout the Northeast and in North Carolina. Project staff members worked closely with the school systems using the series because of the elaborate evaluation system which was built into the series.

Often the Project Director and Assistant spent three and four days in the school systems using the instructional television services

of the local educational television station. Such extended visitation provided many opportunities for discussion with administrators and teachers about the value of the programs and provided opportunities to help teachers to use the programs more wisely. Every visit also produced information which proved to be particularly helpful to all the instructional television personnel in the Northeast as they planned additional programming and discussed evaluation procedures with their local school representatives.

A special meeting on evaluation of instructional television programming was held in Washington, D. C. for representatives of the various school services of the open circuit stations in the Northeast for discussions concerning methods of acquiring information about use and value of television programs, evaluation of special phases of the content of series and to begin to work out some major guidelines for student evaluation of programming.

The sixth objective -- to work toward the goal of a self-supporting regional instructional television service was also a major activity of the staff.

The development of instructional television operational procedures (a long and complicated task) for the Eastern Educational Network; the development of the Curriculum Committee made up of representatives of schools and state departments within the states covered by each of the open circuit stations; the establishment of regular instructional television personnel conferences (three per year) were the activities in addition to the identification of quality programming and the plans for distribution of series throughout the Northeast, which led to the attainment of this objective.

RESULTS

I. The National Center for School and College Television and the Northeast Regional Instructional Television Library cooperated for the full extent of the contract.

The Project Director served on the screening committee for selection of potential programming for national distribution; The Library continued to represent the Center in the Northeast to open circuit stations and to instructional television fixed service users and closed circuit television users who were not in the coverage area of the open circuit stations.

The Northeast Project continued to identify high quality programming in the Northeast for possible acquisition and distribution by the Center. In September, 1966, six of the nine series offered for distribution nationally by the Center were

those produced in the Northeast by member stations of the Eastern Educational Network.

An evaluation of the relationship between the Eastern Educational Network (the Northeast Library Project no longer functions) and the Center indicated some areas in which service could not be given by virtue of the nature of the Eastern Educational Network -- a network of open circuit stations.

As a result of this evaluation, the Center has established an Eastern office of the National Center for School and College Television in Belmont, Massachusetts to serve open circuit as well as 2500 megacyles installations and closed circuit facilities throughout the eastern part of the United States. This office was established in May, 1967.

II. Three high quality program series were developed by the Task Groups. "Developed" means that the major thinking and designing of the series has been completed. The rationale for selecting the content, the selection of the content (with flexibility to permit the producer and director to develop the content appropriately for television) and the recommendation for additional materials, pilot centers, evaluation, etc. have all been recorded. They now require budgeting and funding. Following the funding, the staffing is the next major task and then the production of the series can begin. The three series are:

Social Studies for intermediate grade students aged 8 through 12

Humanities for the Secondary School Student

News for Teachers - a consideration of "innovations".

The titles of the three series have yet to be developed. The Task Group members made some strong suggestions, but until the series is underway, it would be unwise to select a name.

Details of the series will be found in Appendix A.

III. The identification of quality programming in the Northeast Region for distribution and exchange throughout the member stations of the Eastern Educational Network <u>has been accomplished</u>.

Through the Eastern Educational Network, fourteen series owned and produced by member stations have been identified as quality

programming and are being distributed throughout the Northeast by means of an elaborate distribution system using multiple dubs. One series from outside the Northeast is also being used. Several "specials" of four programs or one special content are also being distributed.

A record of the series, the stations using them, and other pertinent information concerning the number of programs and the length of each will be found in Appendix B.

Better than 5,000,000 elementary and secondary school children in the Northeast are enrolled in these instructional television courses and participate in them each week.

There is no problem associated with using materials developed in one state and broadcast in another. In previous years, many educators thought that considerable difficulty would be encountered in making use of materials designed in a state or school system other than the local one planning to use a particular program. The distribution and exchange of fifteen series throughout the Northeast, many of which have been developed under far different circumstances than they are being used in now, is testimony to the fact that there is no problem.

IV. Greater interest among teachers and school administrators in the value of instructional television as an instrument of instruction has been achieved. Many more teachers in the Northeast are using television now than even eighteen months ago. Much of this is due to increased knowledge of the medium and how it can best serve the pupils' needs. Much of it, on the other hand, was bound to come as more and more school systems are more conscious of the variety of experiences which can be brought to the students.

    But the task is by no means complete. There is need for constant service to keep teachers aware of the values of this as an instructional tool and to help them use it wisely.

V. Evaluation of the uses being made of instructional television in the Northeast has provided much needed background information for most of the open circuit stations. Many stations have made significant inroads on their evaluation procedures. Most stations know far more about who is watching and what their reactions are, as well as what use the series is having in the variety of school districts which the open circuit station serves.

    Many programs being produced locally have taken full advantage of the information collected by the variety of evaluations.

For example:

-- many more programs are being produced for a twenty minute or fifteen minute slot than for thirty minutes.

-- far fewer concepts are being introduced in a single program.

-- "thinking" time is being incorporated into the program.

-- with increasing frequenty there is no "talking face" as a teacher or host.

-- humor is being included in many more programs.

-- a start has been made on developing supplementary materials other than the Guide to accompany the series.

-- teachers and students are being included in decision making concerning the development of a new series.

VI. The self-supporting regional instructional television service is a reality.

The Eastern Educational Network member stations pay dues for the operation of the Network. In return for these dues, programs are made available to them, consultant service, management of distribution, legislative representation, etc. are made available.

The instructional television service of the Eastern Educational Network employs a director, an administrative assistant, a traffic manager and a secretary as permanent members of the staff.

The cost of these staff members is paid from the dues of the member stations.

When a member station agrees to take an instructional television series for use throughout the academic year, agreement is also made to provide the necessary video tapes to be contributed to the pool for dubbing the series and then a payment is made for the cost of the dubbing.

Because of the number of stations using the series (a large cooperative is the best description of the ITV activities in distribution) the amount of tape necessary to be contributed to the tape pool is often only a quarter of the

amount of tape which would be required if the station were to try to have the entire series dubbed for its use exclusively.

Similarly the cost of the dubbing to provide sufficient copies of the program for distribution throughout the Network is considerably reduced.

No licensing or use fee is charged. All materials are available on a free exchange basis.

Many of the open circuit stations -- particularly those new on the air -- provide as much as fifty percent of their instructional television offerings from the Network schedule.

Such an arrangement provides quality programming at a fraction of the cost of local production; often brings far more able personnel to the service of the school children, and in general, reduces the unproductive and expensive duplication of production which occurred when everyone was trying to produce his own instructional programs often with not much money, not much staff and very little time.

The quality of instructional television programming has increased rapidly and it will continue to increase because of activities such as the instructional television service of the Eastern Educational Network.

DISCUSSION

I. Representation of National Center for School and College Television

When the Eastern Educational Network undertook to represent the National Center for School and College Television as a "regional television organization", in place of the Northeast Regional Television Library Project, some difficulties were already inherent.

The Eastern Educational Network is a cooperative organization made up of the open circuit television stations in the Northeast and includes representatives from the state department of education, two school production agencies and several "developing" stations.

Because the Network is made up of open circuit stations, it has little to do with closed circuit or instructional television fixed service facilities.

When it came to representing the Center, however, it was expected that the Center's materials would be made available and called to the

attention of closed circuit and ITFS users as well as open circuit users.

The relationship of the Network's role in representing the Center and in suggesting to closed circuit users the use of materials which were already available on the open circuit through the local station, became less and less clear. Several conferences were held to discuss just what relationship an open circuit network ought to have to closed circuit facilities.

It was agreed as a result of three such conferences that closed circuit users in the coverage area of a local open circuit station should be encouraged to become part of the local station's school service and thereby have the privilege of taping off the air for convenience the programming being broadcast by the open circuit station.

If, however, the closed circuit facility decided against joining the school service of the local station, it could obtain some of the very same programming through the National Center. In the case of the Northeast, the National Center was being represented by the Eastern Educational Network to which the open circuit belonged.

In other words, the Network found itself in a position of possibly causing the withdrawal of a closed circuit facility from the school service of an open circuit station by making the materials available to them directly from the Center.

The problem was all the more complicated because six of the nine series being distributed by the Center had been designed in the Northeast by member stations of the Network and were being distributed to the member stations on a free exchange basis before they were acquired by the Center for national distribution.

Since they were being used by the Network members, the center granted an exclusivity contract which meant that all stations in the Northeast who were members of the Network could use the series without any payment to the Center.

The concern on the part of the local stations, all of whom are members of the Network, grew greater and greater.

It became steadily more clear that the Network could not appropriately and fairly represent the Center's materials and at the same time serve the needs and purposes of its members who are open circuit stations. Therefore, when the evaluation of the results of the articulated experiment were examined, it seemed clear that the

Center must establish an Eastern office which can serve open and closed circuit users equally well. As a separate entity it cannot and will not be subject to the problems which the Network faced as a representative of the Center's materials.

II. The development of three high quality instructional television program series.

Though the contract called for the "development" of three series, it made no provision for any production funds. The contract specifically states that funding the series will be sought by the Eastern Educational Network.

Each of the Task Groups worked diligently to design the series for which they were responsible on paper as they hoped it might work out. Not many members of the Task Group were familiar with the intricacies of television production and no effort was made to acquaint them with such information until the design had taken some shape. It was important not to cause them to restrict their thinking simply because of a few technicalities of production.

When appropriate, selected producers met with each Task Group, and having listened to the plans for developing a series which they had designed, the producer reacted to them and suggested ways in which some of the ideas could be carried out. This was a very exciting experience for every one concerned.

In several cases, a script was written just to reenforce the way in which the "next steps" after design would be taken.

At several different times, the Project Director reviewed the steps through which one must go to prepare a proposal for consideration for funding so the Task Group members were cognizant of the detail and length of time it might take.

Unfortunately, the time it takes to prepare this material for consideration for funding is greater than was available and nothing could be done with the plans for the series for far too long a time. When steps were taken to seek some funding, the attempts were fraught with disappointment. There weren't any funds available in the amounts necessary to produce such ambitious instructional television programming.

The Task Groups members were discouraged with these reports since they had not seen their hard work really reach the productive point.

Perhaps when the design of similar high quality series is undertaken again, funds will be available as part of the contract to at

least permit the production of several pilots so that the actual work of the Task Group who designed the series can at least be viewed.

It would have been ideal to have funding available so that as soon as the series was designed, the complete undertaking could get underway by assigning staff, using the Task Group as the advisory committee for the series and by beginning the search for the talent for the series which would be chosen by the Task Group from several auditions, etc.

III. To create a greater interest among teachers and administrators in the uses of television as an instructional instrument is perhaps the most difficult aspect of the contract. It is not difficult to stimulate interest, but it is very difficult to sustain the interest.

To most teachers television as a tool for teaching is remote. They have little to say about the content of the program and they regard it as an interloper in their daily routine. Though it can be argued that the textbook is no more a creature of their design than the television program and often far less, most teachers still feel that television is something with which they have no rapport, nothing to do, etc.

To counteract this reaction requires constant effort and many opportunities for the teacher to understand just how the television series has been designed, how the teacher has been chosen, something of what the teacher must do to prepare the lessons and the Guide, etc.

Teachers must also be given an opportunity to reconsider the content which they are teaching and decide about what sections of it might better be done by some other instrument -- perhaps television -- thereby freeing them up for other activities which require their talents. Constant effort in this direction is necessary also. Television lacks for teachers the "prestige" which being involved in team teaching, nongraded schools, computer assisted instruction projects, etc. brings to a teacher. Seldom does one have visitors from across the country to observe the teacher and the students working with a television program!

The task of creating with the administrator the understanding of the power of television as an instructional tool is still ahead of us. Some progress has been made, but it has been very slow and frequently immediately erased by some reference to the "schedule".

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusions related to the results of The Project entitled "THE IDENTIFICATION, COORDINATED EXCHANGE, AND DISTRIBUTION OF QUALITY INSTRUCTIONAL TELEVISION PROGRAMMING IN THE NORTHEAST REGION" are:

1. It is possible to design and make operable a regional instructional television service for the Northeast which serves better than 5,000,000 elementary and secondary school children.

2. It is possible to use quality instructional television programming regardless of by what group it was developed and produced. The key to the use is "quality". It must also meet a curriculum need either for basic instruction or for supplementary instruction.

   The resistance to materials prepared by groups other than the local group has almost entirely disappeared.

3. The use of quality instructional programming from throughout the Northeast or, indeed, throughout the country means that the local production agency need not be in the business of producing programming on every subject taught in the school. Instead the production agency can devote its energies, personnel and funds to the production of one or two major curriculum area series or some other special offerings and then make those available for use throughout the Northeast and the country.

4. The Eastern Educational Network by virtue of its structure cannot appropriately serve as the representative of the National Center for School and College Television in the Northeast. It can, however, contribute to the offerings of the National Center for School and College Television through its quality productions for instructional television. The Network can also make referrals to the Eastern office of the National Center and can offer its advice, counsel and experience to the many school districts within the coverage areas of the member stations who may plan to become involved in closed circuit or 2500 megacycles services.

5. Continued work with teachers, administrators and teacher education institutions and other institutions of higher learning is necessary to acquaint each with the power of television and the great number of uses of the medium for the improvement of instruction.

6. It is possible to evaluate quality television programming now being used and to make suggestions for wiser use and more productive results from an analysis of the evaluations.

7. It is possible to build an evaluation plan into the development of an instructional television program for students or teachers and to obtain full information on the relative values of the techniques employed in the presentation of the concepts in the series.

   Much more of this cautious development of programming with many opportunities for pilot programs is essential if quality is to be maintained.

8. Evaluative information is particularly helpful in making decisions about:
   a. the content of the programming to carry
   b. the age level for which the programming is most satisfactory
   c. the programming with which teachers find the most satisfaction
   d. the number of concepts best introduced in a series
   e. the optimum length of time for a single program or for a series.
   f. the amount of student participation which may be expected
   g. the amount of time for "thinking" which should be built into the single program.

9. It is possible to design and develop television series for use on a regional or national basis. These can be developed by representatives of the major professional interests in the region. They can also be essentially concerned with developing programming on the "cutting edge" of the major curriculum areas. This is one of the decided leadership roles of instructional

television in the improvement of instruction and the implementation of new thinking, rationale, techniques for instruction.

10. The quality of instructional television programming and, accordingly, the use of the series have greatly increased in the five year period in which this project or its predecessors has been in operation.

Implications

The value of instructional television as a tool of instruction is growing rapidly. Much more information can be presented in a much more meaningful way through the use of television.

The use of instructional television as a tool of instruction is also growing rapidly, yet there is still much more work to be done to assure the proper and most productive use of the medium.

Teachers are beginning to realize that instructional television can be a partner in the instructional task. They are also beginning to realize that all students do not have to watch the television program. Both these realizations mean that much wiser use of instructional television will be made.

Many more "service personnel" will be needed to assist teachers to use the instructional television offerings wisely. These people are not necessarily the already over-burdened curriculum, administrative or supervisory personnel in a school system, but rather those who have had special training in using television as an integral part of a total instructional program.

Special Title XI Institutes with particular emphasis on the use of television (and perhaps with total emphasis on the use of instructional television) should be established at those universities where personnel acquainted with the use of television are available to present the necessary information and help. Too often Media Institutes television is given one day of thirty and quite naturally the institute participants conclude that no more time is needed to pursue the use of television. Conclusions concerning the worth of the medium are erroneously drawn from such limited experiences with the medium.

Television programming is used in schools throughout regions now regardless of where the programming is developed. It is similarly used on a national basis. The keys to this use are quality and need. In the very near future, most television programming for use in schools may be developed on a regional or national basis.

Recommendations

1. A brochure describing in detail all the steps involved in establishing a regional instructional television service ought to be prepared as an aid to other groups who are just undertaking such an enterprise.

2. There is a continued need for service to public and non-public schools and universities to acquaint them with the power, flexibility and wise use of quality television programs.

   This need is met, in part, by open circuit stations through their school service activities but they serve, quite properly, essentially their own coverage area. Service is expensive and, of necessity, must be limited. Manufacturers of closed circuit and 2500 megacycles equipment do not have sufficient qualified staff members to provide educational service.

There are vast numbers of schools and universities who are not yet using television. Some are contemplating use but need direction. Some need help to recognize the potential and to learn about proper and justified use before sinking large sums of money into equipment.

Most schools and universities need more help in analyzing the content of their course offerings to determine just what role the powerful instructional tool of television can play for them with the single goal in mind of improved instruction.

Where do schools and universities turn for help?

Sometimes they turn to vested interest organizations; sometimes to colleagues in institutions who have already begun using television; sometimes to instructors who offer course work in communication; sometimes to professional associations, but each of these groups can provide only limited help because of their other commitments.

There is need for an organization, perhaps regional, (or national with regional offices) which can serve in this "service" capacity.

The organization probably should be funded by the United States Office of Education and certainly should be staffed by competent persons with particular strengths in curriculum, supervision and television.

If the organization is funded by the USOE many of the problems of vested interest will be erased and some whole hearted help can be available to the schools and colleges for the single purpose of improving instruction.

Another possible way to make the service available would be to fund through the State Department of Education.

There is need for an organization to train personnel neceessary for the many phases of work in instructional television.

Many training agencies for television personnel are universities whose major emphasis is on commercial or adult television or commercial agencies whose major emphasis is on technical instruction.

Very few institutions provide any training for those producers whose major activities will be in producing materials for instructional use.

Very few institutions provide any training for television teachers though the need for this type of person is less and less necessary.

Almost no institutions train personnel for the assorted, policy level tasks of directing the operation of a school services facility at an open circuit station. These people require special skills in administration which they probably could acquire but they especially need training in curriculum development and design, in learning theory and above all they must be acquainted with the structure of the public school system and the problems of introducing innovative ideas into such a structure.

There are only a handful of institutions who make any pretense at training personnel to work with teachers and curriculum personnel <u>in the school</u> to assure the wise use of instructional television programming.

The organization could well be at a University or, better still, might be centered as a regional organization between eight or ten states and might call upon the services of several universities. USOE support here is necessary also.

There is need for several regional organizations (working together at least on an informal basis) to serve as production centers for the design, development and production of instructional television programming.

Quality production (and all the planning which precedes it) is very expensive.

Many small educational television stations cannot afford to produce programming in the major curriculum areas which can be identified as quality programming.

Cooperative production by several stations which will reduce duplication and provide more funds for the original production is slow to develop because stations are reluctant to contribute their own funds to cooperative activities. There are a variety of reasons why this is true and none of those reasons seems to be weakening.

On the other hand, open circuit or closed circuit installations are always pleased to use high quality programming carefully designed, developed and produced with outside funds.

The design and development of quality programming requires a competent staff.

It would be possible to staff the proposed regional center with competent personnel well versed in innovation, change, public school structure, teacher education and, of course, elementary and secondary education.

These persons would be responsible for the development of the major plan for a series in a given curriculum area. They would do this through developing an advisory committee made up of representatives from throughout the

region they serve of the major professional organizations and institutions.

Often the development of the series of programs would be a "contract" with this organization for a professional organization or for a large number of school systems or for the National Center for School and College Television.

Leadership

Staff members and advisory committee members would identify the major concerns and goals of the instruction in the particular curriculum field being considered. They would identify the major new trends and techniques of instruction. They would assess those new programs, trends, techniques with the goal in mind of using parts of them within the new television programming being planned.

Multi-media

Staff members could also translate the wishes of those with whom the contract is held into other materials to accompany the television series. These would be, for example, film loops, filmstrips, audio tapes, programmed materials, pictures, games, etc. The "organization" would simply design the purpose and essential content of the supplementary materials and then might sub-contract the actual production of these materials, and, more than likely, the packaging and sale of them.

Such an approach would permit the development of "cutting edge" materials for instruction with television as the core in many instances. It would also permit a total "package" approach to instruction in the sense of providing supplementary materials for the students which would reenforce those basic and major concepts presented via the television program and then provide an opportunity for application of the skills and concepts acquired by reapplying them to new materials. This "systems" approach would, of course, have evaluation of the techniques and concepts built into the entire program as it

was developed so that it would be possible to identify strengths and weaknesses of the entire "package".

Pilot programs should be developed to test out the maximum value presentation of concepts, skills, reenforcing materials. Pilot centers should be developed to permit the careful "try-out" of the entire "package", the proper introduction of the material to students and teachers and the proper feedback and evaluation.

The staff of the "Production Center" would also be responsible for developing the pilot centers and serving as liaison personnel with the school systems or universities in which they were established.

Carefully developed instructional programming designed for television and directed to the student (but including the teacher as an observer and learner as the students learn) will do much to cut the time lag between new ideas and actual implementation of them in the classroom.

Instructional television has a leadership function. Designing television programming can be a catalytic experience for many educators as they attempt to determine what segments of the curriculum area in which they are working could be better presented by the teacher, better presented by television, better presented by audio-tape, etc. And each decision can be made on the basis of maximum learning.

SUMMARY

The Project herein described was a contract between the United States Office of Education and the Eastern Educational Network entitled, THE IDENTIFICATION, COORDINATED EXCHANGE, AND DISTRIBUTION OF QUALITY INSTRUCTIONAL TELEVISION PROGRAMMING IN THE NORTHEAST REGION.

The objectives of the contract were:

1. By means of a coordinated plan which was developed cooperatively by the new National Center for School and College Television, and the two existing regional demonstrations, Northeast Regional ITV Library and the Great

Plains Regional ITV Library, this contract will test the feasibility of appropriate procedures for articulation of relationships between the Northeastern Regional Instructional Television Library Project and other similar regional organizations and the National Center for School and College Television.

2. To initiate, plan, and develop high quality program series in areas of critical curricular need in elementary and secondary education.

3. To identify quality programing in the Northeast Region for distribution and exchange throughout the Eastern Educational Network.

4. To create greater interest among teachers and school administrators in the value of television as an instrument of instruction, through demonstrations, workshops, newsletters, and other means.

5. To evaluate the uses being made of programs distributed throughout the Region, including the design of evaluative instruments, and by spending regular periods of time in observation and in follow-up meetings with classroom teachers on programs which they are using.

6. To working toward the goal of a self-supporting regional instructional television service.

The methods used in pursuing the objectives of the contract were developed by the Project staff, members of the staff of the Eastern Educational Network and in cooperation with the staff members of the National Center for School and College Television.

To develop the instructional television service for the Northeast, all directors of school service at the open circuit educational television stations in the Northeast were requested to participate in a series of meetings to explore the possibilities of exchanging instructional television program materials for the use of elementary and secondary students.

The major agreements that would be necessary were identified. These agreements eventually became the core of "Operational Procedures for Instructional Television Service" of the Eastern Educational Network.

Procedures for identifying quality instructional television materials developed and produced in the Northeast were then established. Each school service member and his local curriculum committee nominated their own or other station's programming for consideration at screening sessions. The programming had to be, according to established criteria, well produced, pertinent to the curriculum needs or a "special" series outstanding because of the contribution it made to enriching the classroom experiences.

Screening procedures for evaluating those television programs identified as worth consideration for distribution in the Northeast were organized and screening sessions were arranged to which the members of the Curriculum Committee of the Eastern Educational Network and the school service directors of the member stations of the Eastern Educational Network were invited, as well as selected other interested persons.

Each production agency offering a series of instructional television programs for screening, provided two video tapes selected by their staff as representative of their series. Each video tape was viewed by the screening group. Copies of the Teachers' Guide for each series were available as well as information sheets on which the number of programs, the length of the programs, the titles of the programs and pertinent information about the teacher were reported and were distributed to the screening session participants.

Programs were arranged according to content to make the screening more reliable and the evaluation easier. For example, all primary language arts programs were viewed at the same screening session, one after the other, with short breaks in between the showing of each one to permit the viewers to record pertinent information on their evaluation sheets.

At the close of the screening sessions, all those present identified those series which they felt had the most promise, discussed them thoroughly and negotiated with the Project staff to have sample programs from those series in which the greatest interest was shown so that they might broadcast them (closed circuit) for their own local curriculum committees to screen. Following the "screening circuit" at each of the eighteen stations in the Eastern Educational Network, priorities were established by each school service and the Project Staff received requests from each station to give final consideration to the distribution of those programs series they felt were most useful to the schools in their districts. Whenever three or more stations were interested in a series, the Project staff

drew contracts for the series with the producer-owners who agreed to release the series without any licensing fee for distribution and broadcast throughout the Northeast. Similar contracts were drawn between the "users". Plans were made to acquire the necessary number of teachers' guides and other supplementary material to service all the teachers and students who would be enrolled in the television series.

To handle the problem of distribution of series to as many as fourteen and fifteen stations, the Project staff developed a dubbing procedure and a tape bank. Each person desiring to use the series contributed tape to permit the striking of enough dubs to adequately serve the users throughout the region on schedules which they provided. The distribution was accomplished by bicycling the tapes on schedule via air express, United Parcel Service, and other express or mail carriers.

To develop the relationship between the National Center for School and College Television, an agreement was prepared which called for screening those properties likely to be accepted for distribution by the National Center, serving as an information for the Center in acquainting persons in the Northeast with the Center's activities and offerings; identifying possible programming for the Center to acquire. The Project director served on the screening committee for the Center and was an ex officio member of the Center's Advisory Board. The Project Director also participated in the establishment of policy with the National Center for School and College Television concerning rate structure, distribution patterns, the use of supplementary guide materials and decisions concerning the service of the series once they were acquired by educational television stations and/or closed circuit facilities.

Three instructional television series in areas of critical curricular need were designed as part of the Project. Task Groups for each series (3) were established. They were made up of representatives of elementary and secondary schools, colleges, teacher training institutions, professional education associations, specialists in the content area being developed, state department of education personnel. Each state in the Northeast was represented on each Task Group. The Project Director served as chairman of each of the Task Groups and the Project Assistant took minutes, located materials, made arrangements for the meetings, travel, housing, food, etc.

Each Task Group met a minimum of four times. Each Task Group member was reimbursed for his travel and per diem for those meetings.

Task Groups were reminded to think in terms of what experiences were difficult to provide for students in the regular classroom or to think of what students ought to have a chance to experience. Such reminders were to offset the tendency to think of other ways to present the same material which is available in books and pamphlets. In each case, Task Groups were also reminded to think of new techniques and methods and materials for instruction with which we should experiment.

Three series were designed and some script material was written for two of them. The series developed were: Social Studies for Students Age 8 through 12; Humanities for Secondary School Students and an Educational News and Innovation series for teachers.

Details of the series as designed by the Task Group are in Appendix A.

The contract with the United States Office of Education provided for the design and development only of each of the series. Therefore, no pilot programs could be produced. Separate funding to permit the production of each of the series will be necessary.

Task Group members elected to take a "systems"approach to the Social Studies series in that they recommended the use of many supplementary materials--filmstrips, tapes, filmloops, pictures, etc. to round out the presentation of major concepts made by the television programs.

Pilot Centers for the "try out" of the series where children and teachers would be participants in an experimental program were suggested.

The Humanities series was designed as a ten to fifteen minute segment around a major idea such as love, honor, justice, fear, death, etc. The segment is to be a montage of illustrations in poetry, art, drama, literature, visual impressions of the feelings inherrent in the words chosen as the major concept areas.

Very little accompanying information will be available. The purpose of the series is to provide an experience for the student without exposition or editorial comment from which he may take what he wishes or upon which he may build as he sees fit. There would be no television teacher.

The Educational News and Innovations series is designed to provide for busy teachers an opportunity to become aware of new

techniques, methods and materials and also to have some briefing on how these "innovations" came into being. Information of this sort is essential for classroom teachers and equally useful for those preparing to teach. A variety of plans for the use of the series were developed by the Task Group members.

Workshops, conferences, specially prepared newsletters and brochures, special interest meetings and participation in NDEA Title XI Institutes were some of the ways in which the Project staff were engaged in meeting the objective of acquainting teachers and administrators with the power of television as an instructional tool.

Special evaluation programs were set up to assist in studies of the use of several of the series being distributed throughout the Eastern Educational Network for the regional instructional television service.

Classroom observation, testing, feedback cards from teachers and students and meetings with the teachers using the television programs were some of the techniques used to evaluate the effects of the series. From these evaluation studies, decisions about content, timing, length of programs, concepts presented, supplementary materials necessary, etc. were possible.

The results of the Project were:

1. The Project identified for the National Center for School and College Television quality programming being produced in the Northeast which the Center acquired for distribution throughout the country. In the 1966 catalogue of the Center, six of the nine series available for distribution throughout the country were produced in the Northeast by the member stations of the Eastern Educational Network.

2. The Project attempted to properly represent the materials from the National Center for School and College Television throughout the Northeast Region.

3. An evaluation of the further representation of the Center materials by the Eastern Educational Network indicated that because of the structure and composition of the Network -- a network of open circuit educational television stations -- the Network could not properly represent the

Center's materials to closed circuit installations within the coverage area of the open circuit stations.

4. An Eastern office of the National Center for School and College Television has been established to serve the Northeast.

5. The self-supporting instructional television service for the Northeast region is a reality.

6. The identification of quality programming has been accomplished and the machinery for regular identification of new materials has been established.

7. It is possible to use television series designed for use in one state and produced by the open circuit educational television station in that state throughout the Northeast region with maximum success. As many as fifteen stations within the Eastern Educational Network use materials developed in Boston, Washington, New York, Connecticut and Pennsylvania.

8. Three "cutting edge" series of instructional television were designed by regional Task Groups for use throughout the region and eventually throughout the country.

9. Since the contract called for design and development, but not production, the series await funding so that production may begin.

10. Considerable progress was made in helping teachers to understand much more about instructional television and accordingly to use it more efficiently. There is, however, much yet to be done.

11. Significant steps in providing service, counsel and advice to those just undertaking the use of television or to those just contemplating such an undertaking were made in the Northeast through the Project, but now that the Project has ceased operation some additional plans to keep this service available must be made.

12. Evaluation procedures designed to provide information about the worth of each of the series being used as well as evaluation procedures built into the programs as they were developed have provided a wealth of information which should greatly improve the quality of instructional television.

Recommendations for further action:

1. A "service" organization which will help schools and universities to examine their needs before investing in television equipment and then which will help them to design useful materials (superior to those already on the market) and will provide help in using the materials wisely is essential.

2. An organization to train instructional television personnel in and for production, course design, material design, curriculum theory and in-school service in the use of television is essential.

3. Regional production centers who will be responsible for the design, development and production of high quality, leadership, television programming should be established.

4. The regional centers should experiment with the "systems" approach to designing curriculum materials with the major concept presentation being made by television and the multi-media being developed to reenforce, enhance, supplement the basic television instruction. Complete "learning packages" may be the result.

5. Cooperative production is essential to permit the design development, and production of quality materials at reasonable costs.

   Quality production is very expensive. Personnel capable of such production are scarce. To have each facility producing its own programming in each curricular area would be wasteful and inefficient.

6. Television has the potential of being perhaps the most useful instrument to cut the lag between theory and practice in education.

   Carefully developed yet exciting instructional programming designed for use on television and directed to the student (with the teacher as an interested participant and/or observer) will do much to bring new techniques to the student, new concepts, new materials without having to wait for the teacher to take a course in the content first.

   Large, well funded projects should be undertaken to develop such programming. Competent staff should be employed, evaluative procedures should be built in and pilot programs should be designed and tested before the series is finally produced. Pilot centers in which the experimental materials can be field tested are essential. Similarly, the design, development and production of supplementary materials to reenforce the concepts being taught by television is essential.

7. The three series designed and developed as part of this Project should be funded for production so that they may becomein reality examples of regionally developed, quality programming designed to introduce new material and reduce the gap between theory practice.

Television is a powerful instructional tool. Its use is not understood by many teachers and administrators and it is understood even less by instructors in higher education.

Quality programming is essential to meet the many priorities, demands, needs and gaps in instruction throughout the country.

Television can do this job, but some answer has to be found to the expense of producing quality programming, which includes all the ingredients which are important.

Background Information

In June, 1963, after a careful study of curriculum priorities in the Northeast and the possibilities of meeting these through regionally developed programming, the United States Office of Education entered into a contract with the Northeast Regional Instructional Television Project to plan, develop, produce and follow-up an instructional television series for elementary teachers in Mathematics.

The unique aspects of the development of the series were:

1. A <u>regional</u> advisory committee was selected to assume major responsibility for the selection of content of the series and to select the television teacher.

2. The series was to be designed to meet the needs of of the <u>Northeast</u> as contracted with the usual preparation of materials (in the early 1960's) for local use only.

3. The Advisory Committee considered from all sources all the previously developed content in mathematics for elementary teachers and then decided that a new organization of content was in order.

4. A very carefully prepared and detailed Guide to accompany the series was designed for teachers.

5. At the request of the Advisory Committee, the Educational Testing Service prepared five achievement tests to be taken following sections of the series as part of a large study of the effect of the series.

6. Four different school systems were selected to participate in a follow-up study. They were selected on the following basis:

    a. A large city school system in which there is a large turn-over in elementary personnel.

    b. A small school district much too far from a a University to permit teachers to go there for courses and too inacessible to permit an extension course.

c. A medium-sized school system near a University where a course in mathematics was available for elementary teachers to take.

d. A city school system, just beginning to pull itself up by the bootstraps, three hours away from a city with no use of television in the classroom.
No local educational television station - access to ETV in New York City.

Each Superintendent was requested to choose and assign two or three members of his staff to attend a two-week training program at Tufts University at which they became pretty familiar with the content of the series, the teacher and the content consultant. They also assisted in the development of special materials for the Guide.

Each person assumed major responsibility for leading discussion concerning each of the lessons presented over television.

The purpose of the follow-up was to assist teachers in making the most of the telecasts by providing clarification and an opportunity for reimbursement.

Following the "pilot" semester, the series was broadcast via the television stations in the Northeast. Special effort was made to determine the number of teachers "enrolled". There were 37,000 teachers participating in the series.

In the subsequent year, the series was selected for national distribution and was broadcast in ten states beyond the Northeast and is now being used throughout the country.

This is evidence that a series can be developed by a regionalgroup for regional use and, if the series has quality both in content and production, the series can have national utility.

One of the objectives of the Contract was to <u>initiate,plan, and develop high quality program series in areas of critical curricular need in elementary and secondary education</u>.

<u>A contract to design high quality series</u> in areas of critical curricular need:

Having had success in the pioneering effort of developing an instructional television series for regional use, the Northeast Instructional Television Project was given a contract (between the Eastern Educational Network and the United States Office of Education) in May, 1965 to plan three series for regional, and ultimately, national use.

To carry out this contract, the Project Director consulted with the Curriculum Committee of the Eastern Educational Network and with the curriculum representatives of public schools, teacher education institutions and educational organizations in the Northeast to get a consensus of the major priority areas in curriculum in which high quality instructional television programming could be useful.

An analysis of this consensus indicated three major areas in need of immediate attention.

1. A series of programs which would bring to busy teachers an in-depth study of many of the " innovative" ideas which are being suggested and with which teachers are experimenting. These programs would permit the teachers to be much better informed and to be in a position to evaluate, to some extent, the worth of the program for their own school system.

2. Elementary Social Studies.

   A series for intermediate grade students which would provide help for them in seeing how others feel, how they react, what their problems are -- in other words, how to get a handle on the world from their viewpoint.

3. Humanities.

   A series for the secondary school which would expose the students to a variety of points of view about important topics such as life, death, love, danger. Secondary schools need an opportunity to develop their own reactions to these basic ingredients of life, but they need an introduction to them through a variety of media -- books, pictures, poems, music, art, etc.

Three Task Groups were organized to meet four times during the 1965 academic year to discuss the focus and possible content

of each of the series.

The members of the Task Groups were selected to represent the major current points of view in each of the content areas being considered. They also represented the major educational organizations concerned with "cutting edge" curriculum development.

Each person invited to serve as a Task Group member was informed through the invitation letter of (1) the Project's over-all plan; (2) the fact that their travel and per diem would be cared for for each of the four meetings and (3) the necessity for consideration of the series content in the most forward looking fashion.

The Task Groups began meeting at three different times during the academic year.

In each case, at the first meeting the Project Director explained the Project's purposes and set a tone, usually through questions designed to provoke argument and thought, for considering the possible content for the series in the most imaginative and development manner.

The Work of the Task Groups

The products of the Task Groups discussions -- the recommendations for the content, technique and implementation of these three series -- are recorded separately under each series heading.

It should be noted that the steps necessary in arriving at these recommendations are many. The recommended action for the three series could only be made after long and enervating sessions in which Task Group members studied all the presently available information in each area, consulted with specialists on what the trends seem to be and finally did the most difficult task of all -- wrestled with sorting out the collection of all this information - and arriving at a body of information and some major suggestions of new techniques of presentation.

Results of this Action

Original thinking of this sort -- done in such a short time -- is a major contribution to the field of education and to innovative practice.

One of television's greatest contributions to American education has been that it serves as a catalyst. To plan a series of programs, new and innovative, requires the planning group to re-think their own philosophies and objectives; to examine all the current thought in the field and to assess that research to determine the manner in which new materials should be created.

Perhaps one of the ways to improve instruction without the usual 10-20-30 year lag is to make quality instructional material available. If the materials are carefully developed, taking into full consideration the "systems" approach to learning and the best information about concept development and reinforcement, one may expect a sizeable impact on the children and an immediate spin-off of new ideas to the teachers who are watching. This will mean a more direct and more rapid presentation of new, well-developed materials with subsequent forward movement in the improvement of instruction.

The innovative opportunity, occasioned by attention to the cautious development of instructional television programming for use regionally and nationally, is an important leadership function which must be continued in order to make available more quality instruction.

Developing materials on a regional basis must also be continued since this is one method of pooling resources to permit quality production. The duplication of production effort and the accordingly "small scale" production which results is, then, necessarily reduced.

TASK I - Teacher Education

"Innovations"

Purpose:

The development of a series of programs to bring to prospective and in-service teachers information on some of the new learning techniques, concepts and content being suggested for use in education.

The series will be short -- no more than eight programs. No more than 30 minutes for each program.

The rationale for the series is to help the teacher (already far too busy to do the professional reading he ought to do) become better informed of innovations and changes

in education so that he may investigate further areas which interest him and which seem applicable to his particular educational task.

In a short series, it will be impossible to highlight all the innovative aspects of education. Therefore, only those with greater national significance will be treated.

The treatment will be in some depth as far as content is concerned. Maximum use will be made of actual illustrations of the technique. Minimum on-camera host.

Suggested Content:

1 program	Forces causing Educational Change - infusion of funds, industry's interest, etc.
3 programs	Changes in Curriculum, Techniques and Materials (emphasis on what these changes mean - how they came about, how they work, etc.
1 program	Evaluation - of children, teachers, the national assessment program, etc.
1 program	New patterns of organization in schools
1 program	Compensatory education programs - Head start, Upward Bound
1 program	The teacher -- how is he trained, what special opportunities are there for training both pre and in-service. (Script already prepared)

Yet to be Determined:

Name for the series
One host for the series versus several hosts
Final decisions on content, so it will be up to date
Desired pattern of introduction of series to teachers and teacher training institutions
Desired publicity of series

The question of a Guide for teachers was raised. Some members of the Task Group felt that a small "handbook" would be valuable, in which more detailed reference was made to each of the "innovations" being discussed. Additional bibliographical reference might also be included.

The Task Group felt that it was important to make the programs informative and accurate, but that particular care must be taken to avoid a ponderous presentation. Humor should be injected wherever possible.

The content recommended for the series was arrived at only after long and tedious discussions about what approach to the "depth" aspects of the examination of "innovations" ought to be taken. Many ideas and possible approaches, not to mention areas of content, were rejected in an effort to make the organization "clean" and pertinent.

It is particularly important to note that -

- the content of the series will have to be examined again before the series is produced to be certain that it is pertinent and informative.

- actual visits of two or three days to the sites where the filming will be done will be particularly important in order to get the "feel" of the project being filmed and also in order to determine just what aspects are most important to film.

- rough editing and screening by a small advisory committee will be essential to be certain that the major message is understood.

- some members of the Task Group should constitute an advisory committee and perhaps constitute a " visiting team" to each site.

- careful consideration should be given to the timing of the release of the programs. Special contact with selected superintendents and curriculum persons from public schools, representatives of professional organizations, state departments and ininstitutions preparing teachers should be made to have these representatives " screen" the programs.

  Decisions need to be made as to whether these programs will be broadcast in the school day so teachers may gather in their schools and watch and then discuss the program following the broadcast or whether it would be wiser to broadcast the program in the evening. Some profitable fall out may accrue if parents watch, though the series is not developed for parents.

  Decisions need to be made about the use of such programs in the teacher education institutions.

  Some evaluation of teacher reaction and change in attitude would be very interesting and really essential

if one is to study the worth of television in providing this type of information to a busy teacher.

Personnel required:

Project director
Producer-director
Production Assistant
Cinematographer
Crew-audio, lights, etc.
Secretary
Content Consultant

TASK II - SOCIAL STUDIES FOR STUDENTS EIGHT THROUGH TWELVE YEARS OF AGE.

Three major questions were asked of the Task Group:

What ought elementary students be exposed to in the social studies area?

Can any of this be done via television?

Should any of it be done via television?

The Task Group examined carefully the 40 special projects in social studies being supported by various organizations and the USOE in search of possible content which should be considered for the series. After several meetings and much homework in between, it was agreed that the real need for elementary students is to provide them not with additional factual information, but rather with an opportunity to see themselves in relation to their world, to recognize that how they feel is as others feel in similar situations, and finally, to broaden their experience by recognizing the similarity of " problems" which face every child from eight years to twelve years.

Purpose of the Series:

The purpose of the television series is to provide experiences for children which will help them better understand themselves and become aware of social patterns of which they are a part. Implicit in the series will be concepts basic to the fields of sociology, economics, and political science, as well as social psychology. A child's vicarious participation in samples of human experiences, portrayed through planned dramatic episodes or

through filmed " on-the-spot" events, may help him act with insight in his own life.

The programs will be designed so that in some cases the child's involvement will be subjective and emotional; in other cases the reaction will be relatively objective and analytical. In both cases, by viewing programs which afe somewhat open-ended, children will have the opportunity to examine their own attitudes.

In the course of the programs it is hoped that children would come to realize the distinctions between the " world as it is" and the " world as we would like it to be", and to feel that they have an active part to play in shaping the society in which they live.

It should be noted that the intention is to have the students relating to the content because it is <u>real</u> and <u>immediate</u>.

<u>Suggested Content</u>:

(Some scripting has been done)

I. The Child in the Contemporary, Changing Social Setting
   - Urbanization
   - Civil Rights/Integration
   - Prejudice/Discrimination
   - Ostracism
   - Acceptance

II. The Child in His Personal, Social Setting
   - Understanding/Misunderstanding
   - Conformity
   - Group Dynamics

III. The Child and His Family, The Setting for the Life Cycle
   - Birth
   - Harmony/Discord
   - Ceremony
   - Independence/Dependence
   - Death
   - Tradition

In many ways, this content will be blended, so that concepts will be treated more than once.

Yet to be Determined:

Title for series
Host or no host at all -- perhaps none will be necessary

Determined:

- there will be no more than 10 programs and possibly only eight.
- each will be no longer than 15 minutes and preferably will be only 10 minutes long.
- each program will attempt to deal with one feeling or experience though illustrated in several different ways.
- there will be pilot centers to try out the series.
- there will be training for teachers involved in the use of the series
- there will be specially designed supporting materials for the series.

The Task Group spent many hours considering the most appropriate way to have materials such as described presented to children. Considerable thought was given to the development of additional materials to round out the presentation made via television. Additional consideration was given to the most appropriate way to train teachers to use materials of the kind being recommended.

It is important to note that the content is not that commonly found in social studies programs, nor is it commonly found in the " new" social studies projects. It is, in many ways, open ended. There are no answers one must have or learn or know. There are no statements one can make to indicate that he "knows".

Because this is not common content,it cannot be " taught" in the usual manner. The committee wrestled with the question of whether it could be taught at all many times. The question of the host is directly related to the concept of whether anyone ought to tell the students what they are seeing and then inquire of them what they saw.

The Task Group was of the general, but no unanimous opinion, that the experiment with the open ended approach would be entirely worthwhile.

The Task Group also felt that it was important to develop this series as part of a " package" or, with a "systems" approach.

These major ideas emerged from all the discussion and serve as recommendations for the development of the series:

- the television presentation will be the major part of the " package" and will carry the major ideas and concepts to be presented.

- the filming of actual scenes or the reproduction of these scenes will make the series lively and "real" to the students.

- the television presentation by itself will not be sufficient to make the point clear to the student nor will it allow him to apply what knowledge he acquires to any other situations.

- pictures designed to supplement the television lesson will be useful in providing an opportunity to "apply" the concepts recently acquired or to test out these concepts against the child's own reactions.

- films, film loops, filmstrips, audio tapes, special reading materials, specially designed games should all be designed to reenforce and extend the student's experience.

All of these supplemental materials will be directly related to the basic concepts being introduced in the television series.

- special attention must be given to experimenting with a variety of techniques for evaluation of the learning which takes place with the students. As the project for the production of this series is funded, it is particularly important that the funding include a careful evaluative procedure.

- the training of teachers to understand the development of such materials, the way in which they should be presented, the amount of questioning which should follow the broadcasts, the wise use of the supplemental materials is a mammoth task.

To accomplish these tasks the following recommendations are made:

Establish ten "pilot centers" across the country. Select these to be small and large school systems, rural and urban school systems, forward looking and conservative school systems, geographically representative systems (north, south, east and west).

These pilot centers would be chosen by virtue of the fact that the above mentioned characteristics would be identified and school systems which matched them would be requested to participate in the field testing of the project. East superintendent would be encouraged to agree to assign at least three and no more than six elementary teachers to the Project.

The Content Consultant or Project Director would maintain close relationships with the Pilot Centers. They would spend at least three weeks in each of the school systems getting to know the teachers, the climate, the administration, the students, the materials available, etc. They would also work with the pilot center teachers in helping them to get the first programs in the series used properly and to make maximum use of the supplemental materials. They would also conduct the evaluative work -- pre-testing, etc., if such is in order.

Pilot center teachers would be encouraged to attend two special meetings during the year. One might well be an NDEA Title XI Institute held during the summer at which time the pilot center teachers would become completely familiar with the television programs, the rationale behind them, the recommended materials to be introduced, the evaluation procedures, etc.

A second meeting of the pilot center teachers would occur when the field testing was over.

Dissemination of the series -- wider use, etc. -- would occur after the field testing and after a complete report on the field testing was available.

It would be hoped that the pilot center school systems would want to put ten more teachers to work using the series and the supplemental materials and that the first crop of pilot center teachers would serve as the

"teachers" to the new set of teachers planning to use the series.

Personnel Required:

Project Director
Content Consultant
Cinematographer
Crew - lighting, audio, etc.
Project assistant - secretary
Production assistant
Special materials project director who would see that the materials designed by the project personnel to accompany the series were properly produced by sub-contractors.

TASK III

Humanities for the Secondary School

Purpose:

To assist the student to answer the question, "What is the meaning of this?"

The series will hope to explore common experience of young adults extending that experience to the uncommon, where possible and - above all - reaching into the reflections, uses, applications of that experience in all aspects of the humanities from art to zoology, as appropriate.

The committee identified, after long and torturous contemplation and argument, ten major words which seem to represent ideas, feelings, concerns.

TREATMENT

All of the words listed deal with man's greatest concern; man. They are common to all men for they deal with his basic relationships, tangible and abstract; man to man and man to nature. Hence, the films should include the forms these relationships take in various societies.

The films will deal with the philosophical questions underlying choices -- what is real? what is meaning? what is knowledge? what is order? what is freedom? what is just? what is true? what is good? what is man? Perhaps the key and most imperative question will be: " What is the meaning of this?"

Some of these questions will not be answered for certain members of the audience. Indeed, none of the questions may be answered, for we will not be dealing with absolutes. Rather, we will encourage freedom of imagination and attempt to make each film a personal experience for each viewer.

Instead of concepts, the films will be concerned with percepts. The direct literary treatment with exposition and interrogation will <u>not</u> be employed. We will seek the usual that is unusual with a treatment of people, of materials, of forms in ways that will direct the intelligence to raise whichever of these qualities is the theme.

Since the spoken and written word are perhaps the weakest of all means of communication, each film will be highly visual with little or no narration.

Development of the series will be circular rather linear with its impact not being incumbent upon a mandatory beginning or end. Each film will build in emotion while being loosely structured to allow for the maximum of expression and imagination. So interrelated are these words that some elements will appear in several films, for a look of the eyes, a touch of the hands is love, but it is also communication, sense and perhaps imagination.

LOVE:	Presumptively, the most unselfish expression of human nature. Love is hunger and may encompass hatred. Love takes many forms, there is love of: man for woman, self, country, children, family, ancestors, posterity, humanity, work, nature, beauty, animals, ideals, order, gods, pleasure, praise.
COMMUNICATIONS:	Man's basic need. It includes all of the other words and utilizes touch, words, symbols, pictures, emotions.

IMAGINATION:	It bespeaks a groping, conscious or otherwise, for ultimate values of truth, good, beauty, justice and the like. Imagination is: invention, discovery, reality vs. non-reality, conceptualization, projection, ultimate destiny, hope, art.
TIME/SPACE/MOTION:	Nature has no justice -- it brings about changes in a positive sense, but also in a destructive sense. Embraced in these three words are: the life cycle, reincarnation, relation to the universe, mortality and immortality, seasons, tides, clocks and calendars, cosmology, astrology, Stoicism vs. Platoism.
SADNESS/GRIEF/ LONELINESS:	Life forces include actions showing the three elements or one aspect. Most often the question is why, even in those instances when someone knowingly commits a wrong. Other occasions show innocent suffering. There is disappointment, isolation, non-communication and loss of: opportunity, objects, persons, youth, innocence.
CHANCE/PROBABILITY:	The question of the whims of life and nature: weather, opportunity, love, gamble, fate, environment.
CHANGE:	It touches every human problem including paradox: dark-light, life-death, seasons, maturity, reality, knowledge, way of living, invention, races of man, imposed change.
QUANTITY/QUALITY:	The systems of; values, communications, symbols, imagination, truth, beauty, justice, reality, knowledge, respect.

SENSES:	This is the nature of man, his heightened awareness through: touch, sight, hearing, taste, smell, communication, appreciation, beauty, imagination, values, sensitivity.
DEATH:	An integral part of life that includes change, transmutation, nature and life itself.

It was the Task Group's very strong feeling that perhaps nothing but a bibliography of other pieces of literature, historical accounts, references to music, to art, etc. should be provided. Certainly a "teachers'" guide with introduction and follow-up would be inappropriate.

There was disagreement among the Task Group as to whether questions designated to stimulate the students' thoughts ought to be included.

There was a very strong feeling that the student should be exposed to each program in the series and then his teacher and he might decide just which way to react depending upon the student's own immediate reaction.

Pilot centers to test out the programs as they are developed are essential. They should be geographically, socially, intellectually and economically representative of the country.

The Project Director and/or content consultant must accompany the film to the pilot center in order to collect as much data as possible concerning teacher and student reaction.

Evaluation of the student's reaction, changed attitude, etc. is particularly difficult, but the Task Group felt that there was a strong need to experiment with subtle types of evaluation -- not the common techniques.

It was also agreed that when the Project Director and Producer-Director are selected they will be given full freedom to approach the content in whatever way they feel best.

The Task Group will constitute an advisory committee who will react to questions the producer-director and project director may have for them concerning philosophy and/or approach to the topic. They will also preview each film before

it is released to the pilot centers and, whenever possible, advisory committee members will go to the pilot centers to observe the presentation of the films -- either by film or via television.

Personnel required:

Project Director
Producer-Director
Production Assistant
Cinematographer
Secretary
Crew - audio, lights, etc.

EASTERN EDUCATIONAL NETWORK
ITV PROGRAM OFFERINGS
1966-67 (academic year)

SERIES	NO. PROG.	PROG. LENGTH	NO.OF DUBS	COST PER** STATION	PRODUCING AGENCY	USERS
ALL ABOUT YOU	11	15	1	-----	WGBH for 21" CR	WETA,WITF,WQED,WNYE,WNED,WEDH, MAINE,WENH,WNDT,WXXI,WCNY
AMERICANS ALL	31	20	1	$682.00	GPRITLP	WHYY,WITF,WQED,WMHT,WEDH, WCNY,WXXI
AMERICAN HISTORIC SHRINES	30	20	2	306.66	N.Y.C.Bd. of Education	WETA,WLVT,WITF,WPSX,WNDT, WEDH
CHILDREN OF OTHER LANDS	30	20	2	200.00	N.Y.C.Bd. of Education	WHYY,WLVT,WITF,WPSX,WNED,WQED, WNDT,WCNY,WMHT,MAINE, WVIA
ENGLISH: FACT AND FANCY	15	30	4	54.58	WETA	WHYY,WLVT, WPSX,WNDT,WNYE,WMHT, WNED,WEDH,MAINE,21" CR,WENH, WVIA
EXPLORING OUR LANGUAGE	24	25	2 1/2	-----	WETA	WHYY,WQED,WNYE,WMHT,WNED, 21"CR,WVIA,WNDT,WXXI,WEDH
MAGIC OF WORDS	27	15	2	-----	WETA	WITF,WNYE,WEDH,WNDT,WXXI
PEOPLE AND THEIR WORLD	30	20	3	450.00	WQED	WITF,21"CR,WENH,WCNY,WEDH, MAINE,WETA,WNDT
PLACES IN THE NEWS	30	20	3	577.78	N.Y.C.Bd. of Education	WNED,MAINE,WNDT,WETA,WHYY, WMHT,21"CR,WENH,WPSX
SECONDARY DEVELOPMENTAL READING I	30	25	2 1/2	370.00	WQED	WHYY,WITF,WPSX,WCNY,WENH, MAINE
SETS AND SYSTEMS	15	30	3	-----	EEN/WETA	WHYY,21"CR,MAINE,WLVT,WITF, WCNY

SERIES	NO. PROG.	PROG. LENGTH	NO.OF DUBS	COST PER** STATION	PRODUCING AGENCY	USERS
SING CHILDREN SING	15	15	4	46.88	WGBH for 21" CR	WETA,WQED,WEDH,MAINE,WNED, WVIA,WNDT,WXXI
TELL ME A STORY	15	15		120.00	WQED	WNED,WEDH,21"CR,MAINE,WNDT, WETA,WLVT,WITF,WNYE,WMHT
TIME NOW FOR MUSIC	15	20	1+	300.00	N.Y.C.Bd. of Education	WQED,WETA,WEDH
WORLD OF CHANGE	20	20	2	85.71	WGBH for 21" CR	WLVT,WITF,WMHT,WNED, MAINE, WENH,WXXI

** This figure represents the cost of dubbing only. Most shipping costs and all coordination costs (space, personnel,communication) are provided by the Eastern Education Network as part of the service to members which is supported by dues. Tape costs of each station are not reflected here because tape is an investment by the station.

EEN ITV ACTIVITIES 1966-67

STATION	TOTAL DUBBING COST*	SERIES	TAPE ASSESSMENT** 15	20	30	TOTAL MINUTES
WXXI	$814.59	ALL ABOUT YOU AMERICANS ALL EXPLORING OUR LANGUAGE MAGIC OF WORDS SING CHILDREN SING WORLD OF CHANGE	25	12	11	2415 (40:15)
WHYY	1884.36	AMERICANS ALL CHILDREN OF OTHER LANDS ENGLISH: FACT AND FANCY EXPLORING OUR LANGUAGE PLACES IN THE NEWS SECONDARY DEVELOPMENTAL READING I SETS AND SYSTEMS		15	15	4070 (67:50)
WMHT	1720.07	AMERICANS ALL CHILDREN OF OTHER LANDS ENGLISH: FACT AND FANCY EXPLORING OUR LANGUAGE PLACES IN THE NEWS TELL ME A STORY WORLD OF CHANGE	4	17	1	3495 (58:15)
WNYE	174.58	ALL ABOUT YOU EXPLORING OUR LANGUAGE MAGIC OF WORDS TELL ME A STORY ENGLISH: FACT AND FANCY	19		18	1845 (30:45)

STATION	TOTAL DUBBING COST	SERIES	TAPE ASSESSMENT 15	20	30	TOTAL MINUTES
WNED	1084.95	TELL ME A STORY ALL ABOUT YOU CHILDREN OF OTHER LANDS ENGLISH: FACT AND FANCY EXPLORING OUR LANGUAGE PLACES IN THE NEWS SING CHILDREN SING WORLD OF CHANGE	7	7	1	3265 (54:25)
WETA	1801.32	ALL ABOUT YOU AMERICAN HISTORIC SHRINES PEOPLE AND THEIR WORLD PLACES IN THE NEWS SING CHILDREN SING TELL ME A STORY TIME NOW FOR MUSIC	7	31		2715 (45:15)
WITF	2214.37	ALL ABOUT YOU AMERICANS ALL AMERICAN HISTORIC SHRINES CHILDREN OF OTHER LANDS MAGIC OF WORDS PEOPLE AND THEIR WORLD SECONDARY DEVELOPMENTAL READING I SETS AND SYSTEMS TELL ME A STORY WORLD OF CHANGE	4	36	8	4815 (80:15)
WQED	1228.88	ALL ABOUT YOU AMERICANS ALL CHILDREN OF OTHER LANDS EXPLORING OUR LANGUAGE SING CHILDREN SING TIME NOW FOR MUSIC	3	19		2510 (41:50)

STATION	TOTAL DUBBING COST	SERIES	TAPE ASSESSMENT 15	20	30	TOTAL MINUTES
21 INCH CLASS-ROOM	1202.36	ENGLISH: FACT AND FANCY EXPLORING OUR LANGUAGE PEOPLE AND THEIR WORLD PLACES IN THE NEWS SETS AND SYSTEMS TELL ME A STORY	4	13	1	2925 (48:45)
WEDH	1960.12	ALL ABOUT YOU AMERICANS ALL AMERICAN HISTORIC SHRINES ENGLISH: FACT AND FANCY EXPLORING OUR LANGUAGE MAGIC OF WORDS PEOPLE AND THEIR WORLD SING CHILDREN SING TELL ME A STORY TIME NOW FOR MUSIC	7	37	1	4190 (69:50)
MAINE	1904.95	ALL ABOUT YOU CHILDREN OF OTHER LANDS ENGLISH: FACT AND FANCY PLACES IN THE NEWS SECONDARY DEVELOPMENTAL READING I SETS AND SYSTEMS SING CHILDREN SING TELL ME A STORY WORLD OF CHANGE PEOPLE AND THEIR WORLD	7	20	15	4465 (74:25)
WENH	1538.07	ALL ABOUT YOU ENGLISH: FACT AND FANCY PEOPLE AND THEIR WORLD PLACES IN THE NEWS SECONDARY DEVELOPMENTAL READING I WORLD OF CHANGE		15	9	2965 (49:25)

STATION	TOTAL DUBBING COST	SERIES	TAPE ASSESSMENT 15	20	30	TOTAL MINUTES
WVIA	301.46	CHILDREN OF OTHER LANDS ENGLISH: FACT AND FANCY EXPLORING OUR LANGUAGE SING CHILDREN SING	10	9	18	1875 (31:15)
WCNY	1702.00	AMERICANS ALL CHILDREN OF OTHER LANDS PEOPLE AND THEIR WORLD SECONDARY DEVELOPMENTAL READING I ALL ABOUT YOU SETS AND SYSTEMS		28	8	3185 (53:05)
WLVT	766.95	AMERICAN HISTORIC SHRINES CHILDREN OF OTHER LANDS ENGLISH: FACT AND FANCY SETS AND SYSTEMS TELL ME A STORY WORLD OF CHANGE	4	25	7	2725 (45:25)
WPSX	1509.02	AMERICAN HISTORIC SHRINES CHILDREN OF OTHER LANDS ENGLISH: FACT AND FANCY PLACES IN THE NEWS SECONDARY DEVELOPMENTAL READING I		15	15	3000 (50:00)
WNDT	1755.90	ALL ABOUT YOU AMERICAN HISTORIC SHRINES CHILDREN OF OTHER LANDS ENGLISH: FACT AND FANCY EXPLORING OUR LANGUAGE MAGIC OF WORDS PEOPLE AND THEIR WORLD PLACES IN THE NEWS SING CHILDREN SING TELL ME A STORY	7	17	4	4470 (74:30)

OE 6000 (9-65) DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.

ERIC DOCUMENT RESUME

DATE OF RESUME: May , 1967

1. ACCESSION NO.	2. ERIC SATELLITE CODE	3. CLEARING HOUSE CONTROL NO.

FOR INTERNAL ERIC USE ONLY
(Do Not Write In Space Below)

4. SOURCE
Eastern Educational Network
575 Technology Square, Cambridge, Mass. 02139

DATE RECEIVED

IS MICROFILM COPY AVAILABLE? *(Check one)* ☐ Yes ☐ No

IS DOCUMENT COPYRIGHTED? *(Check one)* ☐ Yes ☐ No

HAS COPYRIGHT RELEASE BEEN GRANTED? *(Check one)* ☐ Yes ☐ No

DATE, NAME, AND COMPLETE ADDRESS OF AUTHORITY
TYPE OF RELEASE

5. TITLE
THE IDENTIFICATION, COORDINATED EXCHANGE, AND DISTRIBUTION OF QUALITY INSTRUCTIONAL TELEVISION PROGRAMMING IN THE NORTHEAST REGION

6. AUTHOR(S) M. Virginia Biggy, Project Director (Biggy, MV

7. DATE May 1967	8. PAGINATION	9. REFERENCES NA
10. REPORT/SERIES NO. NA		Final
	11. CONTRACT NO. OE-5-16-031	

12. PUBLICATION TITLE
NA

13. EDITOR(S) NA

14. PUBLISHER NA

15. ABSTRACT *(250 words max.)*

A demonstration project: (1) to develop a self supporting regional instructional television service now being administered by the Eastern Educational Network and serving, through the eighteen educational television stations in the Northeast, better than 5,000,000 students and teachers; (2) to design and develop three series to demonstratethe feasibility of regional planning of quality television programming for elementary students, secondary students and teachers Series are: Social Studies for intermediate students, Humanities for secondary students, Educational News and Innovations for teachers. Series have been developed. As soon as they are funded, production will begin; (3) to cooperate with the National Center for School and College Television to identify quality programming for distribution throughout the country and to represent the Center's offerings to open and closed circuit facilities in the Northeast; (4) to increase the interest and use of television as an instrument of instruction by school administrators and teachers in public and non-public schools and colleges through conventions, conferences, displays, workshops, faculty meetings, demonstrations, brochures and newsletters; (5) to evaluate the instructional television programming now being used in the Northeast and to design evaluative techniques as part of new programming being developed.

16. RETRIEVAL TERMS *(Continue on reverse)*			
	instructional television regional television network NCSCT-National Center for School and CollegeTelevision quality programming school service personnel curriculum committees		screening sessions
17. IDENTIFIERS			

Figure 3. ERIC Document Resume